

C
M693nmH
1906/07

VOLUME II

JULY, 1907

NUMBER TWO

State Normal School

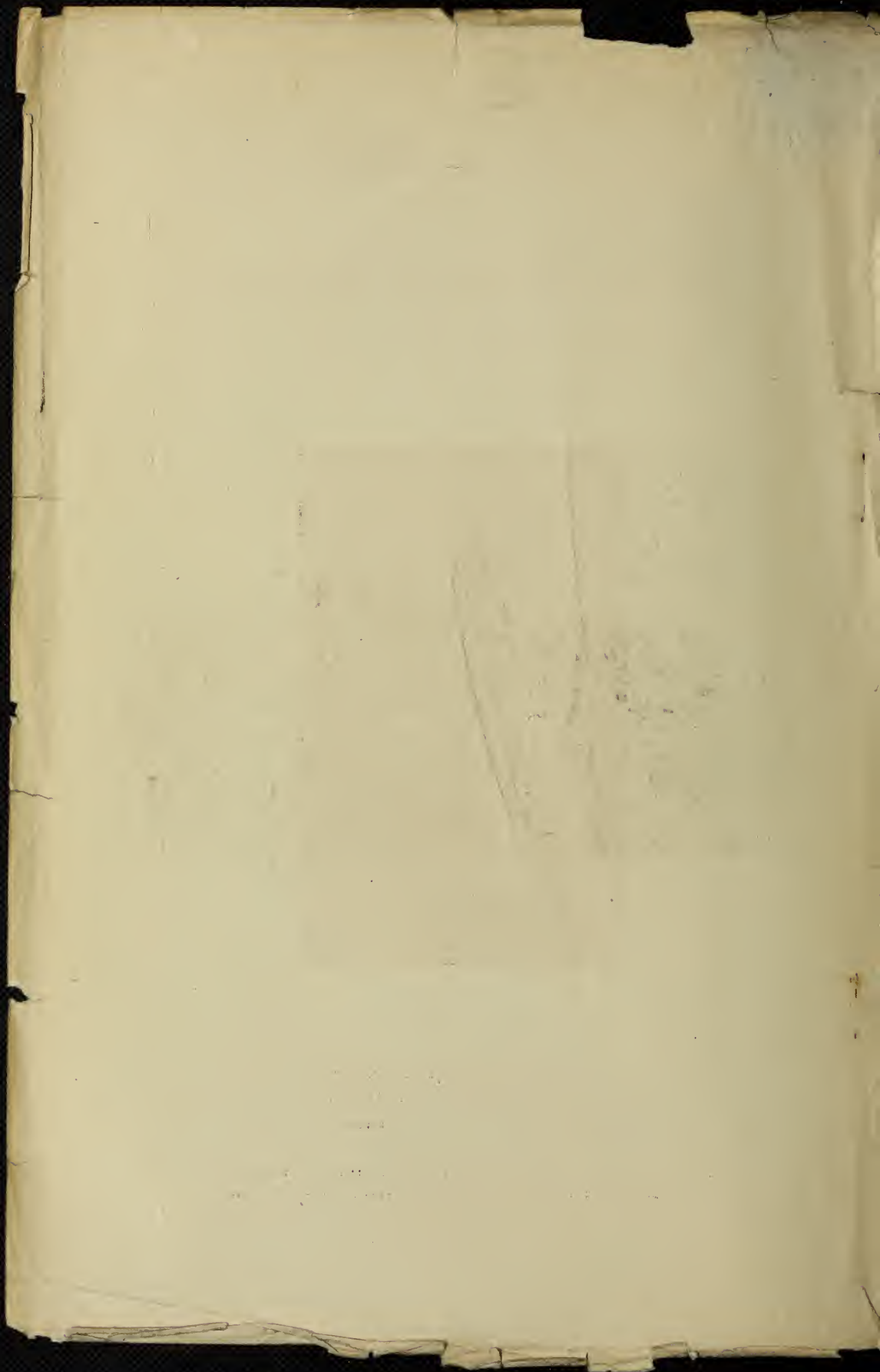
MARYVILLE, MISSOURI

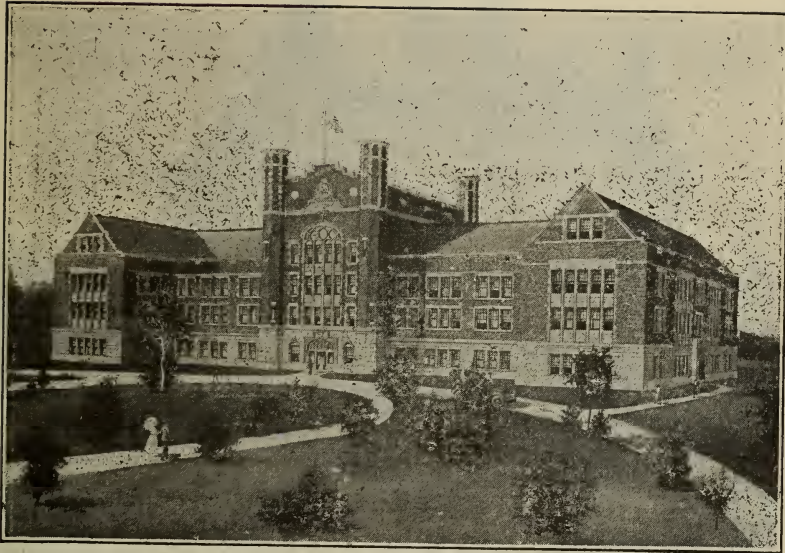


Published Quarterly by the
STATE NORMAL SCHOOL
Maryville, - - Missouri

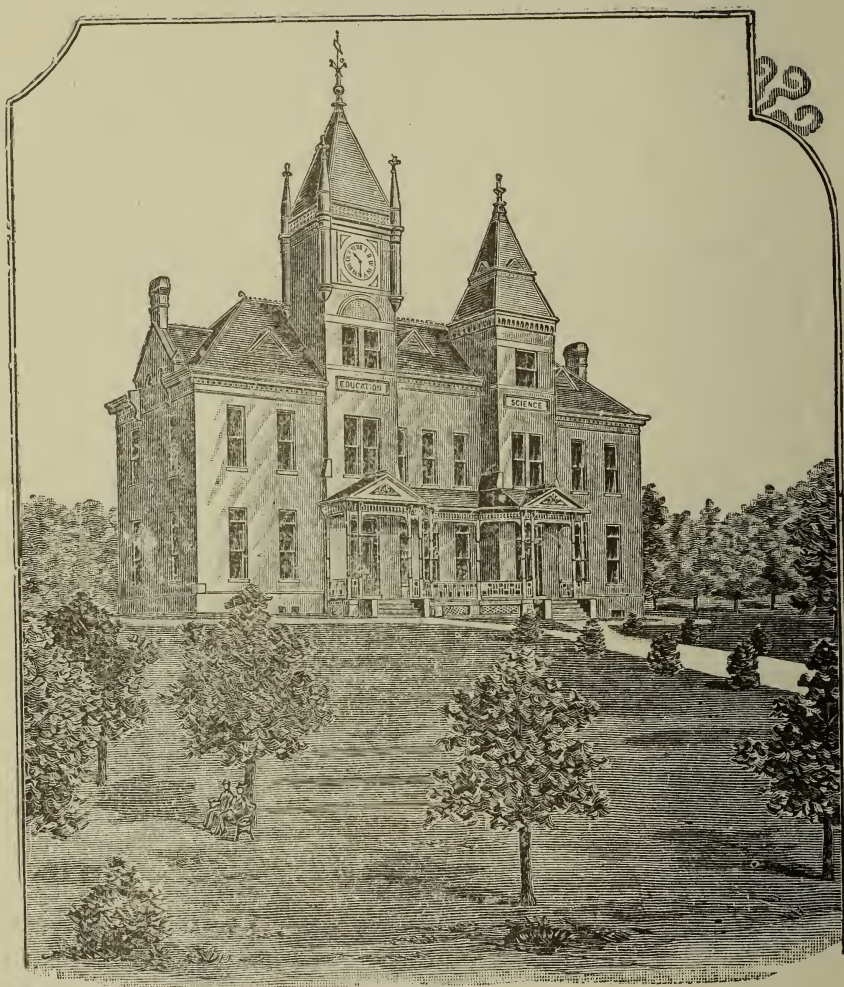
Entered at the Postoffice in Maryville, Mo., as second class
mail matter, under act of Congress, July 16, 1894.

MARYVILLE TRIBUNE PRINTERY





NORTHWEST NORMAL SCHOOL BUILDING
Under Construction,



SEMINARY BUILDING.
The Home of the Normal School.

STATE NORMAL SCHOOL

FIFTH DISTRICT OF MISSOURI

MARYVILLE, - - - - -

MISSOURI

Volume Two.

JULY, 1907.

Number Two

ANNOUNCEMENTS FOR FALL QUARTER, 1907

Published by the State Normal School, issued quarterly. Established by Act of General Assembly, 1905. Organized June 13, 1907.

CALENDAR

FOR 1907-1908

1907	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	1908	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
July	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	Jan.	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 25
Aug.	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	Feb.	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29
Sept.	1 8 15 22 29	2 9 16 23 30	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	Mar.	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28
Oct.	6 13 20 27	7 14 21 28	8 15 22 29	1 9 16 23 30	2 10 17 24 31	3 11 18 25	4 12 19 26	Apr.	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24	4 11 18 25
Nov.	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	May	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29	2 9 16 23 30
Dec.	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	June	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27

BOARD OF REGENTS

HOWARD A. GASS, State Supt. of Public Schools, Ex-officio	
CHARLES J. COLDEN.....	Maryville
Term expires, January 1911.	
WM. D. RUSK.....	St. Joseph
Term expires, January 1911.	
WM. F. RANKIN	Tarkio
Term expires, January 1909.	
I. R. WILLIAMS.....	Savannah
Term expires, January 1909.	
HENRY J. HUGHES	Trenton
Term expires, January 1913.	
O. P. WILLIAMS	Plattsburg
Term expires, January 1913.	

OFFICERS OF THE BOARD

CHARLES J. COLDEN	President
W. A. RICKENBRODE	Secretary
S. G. GILLAM	Treasurer

EXECUTIVE COMMITTEE

WM. D. RUSK, Chairman.	WM. F. RANKIN,
CHAS. J. COLDEN,	I. R. WILLIAMS.

COMMITTEE ON ORGANIZATION AND ADMINISTRATION

HENRY J. HUGHES, Chairman,	CHAS. J. COLDEN,
HOWARD A. GASS,	O. P. WILLIAMS.

FACULTY

HOMER MARTIEN COOK,
President.

R. H. EMBERSON,
Pedagogy.

EUDORA MATHER,
Supervisor of Training School.

THOMAS B. FORD,
English.
[On leave of absence.]

THEODOSIA RAINES,
English.

JESSE LEWIS,
History.

B. F. DUNCAN,
Civics and Economics.

GEORGE H. COLBERT,
Mathematics.

JAMES R. HALE,
Latin.

J. J. BRYANT,
Science.

.....
Agriculture.

EDITH RANDALL,
Expression and Physical Culture.

ALPHA BIGLEY,
Drawing and Manual Training.

P. O. LANDON.
Music.

T. H. COOK,
Assistant to the President.

C. H. GINGRICH,
Assistant in Science.

HOPE LYTLE,
Assistant in Training School.
ROY LIPPMAN,
Assistant in Manual Training.

.....
German.

MARTHA B. CLARK,
Librarian.

W. A. RICKENBRODE,
Registrar and Secretary to the President.

HERMAN JOY,
Assistant to Librarian.

J. H. FELT,
Architect.

NORMAL CALENDAR

Fall Quarter begins Tuesday, Sept. 10, 1907
Fall Quarter ends Friday, Nov. 29, 1907
Winter Quarter begins.....Tuesday, Dec. 3, 1907
Winter Quarter ends Friday, March 6, 1908
Spring Quarter begins Tuesday, March 9, 1908
Spring Quarter ends Friday, May 29, 1908
Summer Quarter begins.....Tuesday, June 2, 1908

HOLIDAYS.

Thanksgiving Recess Nov. 28 and 29, 1907
Christmas Vacation Dec. 21, 1907 to Jan. 6, 1908

COMMENCEMENT EXERCISES.

Annual Sermon Sunday, May 24, 1908
Class Day Exercises.....Wednesday, May 27, 1908
Annual Address Thursday, May 28, 1908
Graduating Exercises Friday, May 29, 1908
Annual Alumni Reunion Friday, May 29, 1908

HISTORICAL STATEMENT

By an act of the General Assembly, approved by Governor Joseph W. Folk, the Normal School of the Fifth District of Missouri was established on the twenty-fifth day of March, 1905.

Some weeks later a commission consisting of C. C. Fogle, of Lancaster, Edmund McWilliams, of Plattsburg, C. A. Calvird, of Clinton, J. W. Fox, of Monroe City, and J. C. Jones of Columbia was appointed by the Governor to select a location for the proposed school. This commission, after visiting a number of competing points, reported in favor of Maryville, and announced the tender on the part of Maryville, and Nodaway County of 86 acres of land and \$58,000 in cash. Shortly afterward a Board of Regents was appointed for the new school. This Board met in Maryville, September 12, and effected an organization. At a meeting held in St. Joseph, January 4, 1906, Frank Deerwester, of the State Normal School, Warrensburg, Missouri, was chosen President of the Institution. The faculty was chosen March 13, 1906.

On the 13th of June, 1906, the first session of the school began in the Central school building, of the City of Maryville. The fall term opened in the building on the Normal grounds, formerly occupied by the Maryville Seminary, in which building the sessions of the school have continued until the summer sessions, which are held in the Central high school building.

On May the twenty-seventh 1908, Homer Martien Cook was elected President of the Institution.

LOCATION.

Maryville, the seat of the State Normal School of the Fifth District of Missouri, is situated in the county of Nodaway, at the junction of the St. Joseph-Creston branch of the C. B. and Q. Railway with the main line of the Wabash from St. Louis to Omaha, 45 miles from St. Joseph, about 100 miles from Omaha, and 300 miles from St. Louis.

Maryville had a population of nearly 5,000 in 1900 and the growth since that time has been quite marked. Maryville is celebrated over four states for its beauty and public spirit. Few towns of its size can boast of so many elegant homes, so many miles of good paving, or such excellent sewerage. It is a city of churches and of wholesome religious sentiment. It is one of the prettiest, cleanest, most, healthful, and most moral towns to be found anywhere. It has a Carnegie Library to which our students will have free access. St. Francis Hospital is an admirably conducted institution which would render valuable service in time of need.

A study of the map will show that Maryville is easy of access from all points within the Northwest District and contiguous territory.

Students in the southern part of the district can make good connections at Kansas City or St. Joseph. Those in the southeastern part can come on the Wabash without change of cars, those from the northeast can reach the Wabash at Pattonsburg or Darlington, those from the northwest at Coin or Burlington Junction, while our neighbors from southern Iowa will find the Maryville connections convenient.

BUILDINGS.

The summer session is being held in the Central School Building of the City of Maryville. The regular session of the scholastic year 1907-1908 will be held in what is locally known as "the Seminary Building," a structure formerly occupied by Maryville Seminary and constituting with its grounds a beautiful and valuable part of the gift made by the citizens of the city and county to secure the location of the school. This building has been overhauled and refitted for use until such time as the new buildings of the school shall be ready for use.

The Art and Manual Training Department occupy a suite of five rooms in the English building on Main street. Other quarters will be provided for other departments as the growth of the school may demand.

The magnificent new building, made possible by an act of the last General Assembly, will in all probability be ready for occupancy by the opening of the summer term of 1908.

PURPOSE OF THE SCHOOL.

The purpose of the Normal School of the Fifth District is to better prepare and more fully equip the men and women who occupy and shall occupy the important position of Teacher and Educator.

While the management of the school shall ever hold in mind the fact that the school is a technical school for the training of teachers, it will also hold in mind the fact that no one stands in need of a broad comprehensive knowledge and a refined culture of mind and manner as does the man or woman who stands six hours daily, for eight or nine months in the year, before that most priceless Missouri product—the Missouri school boy and girl.

While it shall be the aim of the school to thoroughly drill its students in the Pedagogical arts it shall also be its aim to, year by year, lift the ideal as to what comprises the Pedagogical arts. The purpose of the school shall be not only to send forth well educated and trained teachers, but to render to the schools of the nineteen counties, which comprise its district, every help, encouragement and assistance that may lie in its power to give and to perform. The management of the school will hold in mind that the school is "of the people, by the people, for the people."

EQUIPMENT.

The equipment of the school is entirely new. Every piece of apparatus and every book purchased has been selected for a purpose.

The Art and Manual Training department are fitted with the latest and best appliances for the carrying forward of their work. The department of History is well equipped with the latest maps, charts, globes and reference books.

The Science and Agriculture departments possess new and up-to-date apparatus and only await larger quarters to add to the supply.

The department of Mathematics possesses the necessary and late appliances of blocks, globes, etc.

THE LIBRARY.

The library has been carefully selected with the idea in view of making it most helpful to the student-teacher. Each department of the school has its carefully selected reference list of books.

The entire library is new and is being increased steadily as the needs of the work demand. It is especially valuable as a reference or working library as the books have been selected by the Heads of the departments and the Librarian, with the end in view of enlarging and supplementing the work done in each department of the school.

The library consists of 3,050 books in the general library and 1,620 books in the text book library, making at present 4,670 volumes.

The administration of the library is according to the latest and most approved library methods, inspired by the thought of helpfulness which is the essential element in all true library work.

The Librarian is always ready to assist in the use of the library, the finding of references, or to give any helpful information required.

In the Library are also found the daily city papers, the local papers of our counties and the following list of magazines and periodicals.

PERIODICAL LIST.

- 1 Agricultural Magazine
- 2 American Historical Magazine
- 3 American Mathematical Monthly.
- 4 American Review of Reviews
- 5 Atlantic Monthly
- 6 Birds and All Nature
- 7 Bookman
- 8 Century magazine

- 9 Chicago Record-Herald
- 10 Classical Magazine
- 11 Craftsman
- 12 Current Literature
- 13 Education
- 14 Educational Review
- 15 Harpers
- 16 Library Journal
- 17 Literary Digest
- 18 Little Chronicle
- 19 Magazine of Pedagogy
- 20 Manual Training Magazine
- 21 Missouri School Journal
- 22 National Geographical Magazine
- 23 Nature Study Review
- 24 Outlook
- 25 Popular Educator
- 26 Primary Education
- 27 Putnams Magazine
- 28 St. Joseph Gazette
- 29 St. Louis Republic
- 30 School Arts Magazine
- 31 Scientific American and Supplement
- 32 Scribner
- 33 International Studio
- 34 Teachers Magazine

STUDENT ORGANIZATION.

The Young Mens Christian Association and the Young Womens Christian Association have each a live and energetic society. While the school is essentially non-sectarian, the President and Faculty are in hearty sympathy with the student organizations that tend to a better moral tone in all the school work and home life.

LITERARY SOCIETY.

Each student is expected to take some part in the work of the Literary Society. Abundant opportunity is afforded those who

desire to improve themselves by work in this line. Under the supervision of the Expression and Music departments recitals and plays will be given during the year.

ATHLETICS.

The school possesses a splendid Athletic Field. Tennis and basket ball grounds are also provided. Students are not only encouraged but urged to take some part in school athletics. While the rougher sports are discouraged, those games that help to make manlier men and more womanly women are encouraged. During the past year excellent work has been done by the Normal Base Ball Team and Basket Ball teams.

DISCIPLINE.

The school is not hampered by a series of rules regulating conduct. We believe our students both prospective and active to be ladies and gentlemen and exact of them only that courtesy and right-hearted, high minded attitude in all the affairs of school life which ladies and gentlemen will naturally accord to one another and to those who may be temporarily in authority over them. Rules are made when they become necessary.

The school's aim is not only to watch over and guide the conduct of students while in school, but during their stay in the town. Parents may be assured that the same helpful watch and care will be accorded students that is found in many private institutions.

The President and Faculty are always ready to counsel or guide any of the student body.

EXCUSES FOR ABSENCE.

All excuses for absence, either from class room or from the town, must come from the President of the school. The President is thereby enabled to keep in close touch with the movements of each student. The Faculty are expected to report each unexcused absence to the President.

ENTERTAINMENT.

Suitable entertainments, both of a social and literary and musi-

cal order will be provided for the students during the year. Lectures will be provided at stated periods. At the close of the summer session a lecture congress and Chautauqua will be held by the school in beautiful Chautauqua Park, purchased by the Board of Regents for that purpose. Each student will receive a free ticket to this course, which will comprise a part of the regular year's work.

EXPENSES.

Each student is required to pay at the beginning of each term or whenever he may enter, an incidental fee of \$6 (six dollars). This fee is not subject to refund. A library fee of \$2 (two dollars) is paid by each student on first entering the school. This fee is paid only once during the school life.

In the Manual Training and Art departments an additional fee of fifty cents a quarter is required to cover the cost of materials.

BOOKS.

Students may buy their own books. However the text Book Library furnishes all necessary books at a much less cost. On entering school, the student deposits \$3 (three dollars) with the Librarian, to insure against the loss or destruction of books. At the end of the term, the rental of the books for the term is deducted from the deposit sum and the balance refunded to the student. The entire books for the term can be rented for \$1.

BOARD AND ROOMS.

There is no boarding department in the school. Students board at private houses. Good board can be obtained at rates ranging from \$3.00 to \$3.50 per week, including fuel and lights—two persons occupying each room. Rooms can be secured for light housekeeping at reasonable rates. Unfurnished rooms can be secured at rates ranging from \$1.50 to \$3.00 per month, the price varying with the location.

The Y. M. C. A. and the Y. W. C. A. gladly render all necessary help in securing board and rooms. Members from these organizations meet all students on their arrival and conduct them to homes.

The President, on being notified in due time, will arrange to have new students met at the train.

SICKNESS.

Maryville is an exceptionally healthful locality. In cases of sickness, however, every care will be taken of students and their welfare considered. Parents will be notified at once.

St. Francis Hospital assures to any who may need especial attention the best of care and service.

OTHER SCHOOLS.

Students desiring to take other work, in connection with their Normal Studies, will find excellent advantages at the Maryville Business College and the Landon Conservatory of Music.

CONDITIONS OF ADMISSION.

1. Applicants for admission to the Normal Courses must be sixteen years of age, to the Sub-Normal Courses fifteen years of age.

2. The following are admitted to the regular four year courses and given such classification as their former work will allow.

- (a) Graduates of reputable colleges and academies.
- (b) Graduates of high schools.
- (c) Holders of first and second grade county certificates.

To the sub-normal courses the following will be admitted without examination.

(a) Holders of third grade certificates where the subjects have a grade above 80.

(b) Those who have completed the prescribed course in a rural or grammar school.

3. All other applicants may enter by taking the prescribed entrance examination in the common school branches.

4. In compliance with the laws of the State, every student on entrance is required to sign the following pledge to teach:

"I hereby declare that it is my intention to follow the business of teaching in the public schools of this State. and that I volun-

tarily enroll myself as a student in the State Normal School at Maryville for the purpose of preparing for that work.

HOW TO ENTER.

If possible, arrive in Maryville not later than Monday, Sept. 9th. Arrange for board and room. One may, however, enter at any time during the school year.

Pay tuition fee, \$6.00 and library fee, \$2.00 to Mr. Samuel Gillam at the Maryville National Bank, northwest corner of square, then come to the Normal building at the west end of First street.

Present the receipt for tuition and library fee to the Registrar, Mr. Rickenbrode, who will register your name and give you an enrollment card and recitation schedule. Fill out enrollment card and go to the president, Mr. Cook, who with the assistance of the members of the faculty will classify you and arrange your study program. Actual class work begins on Wednesday, September 11th.

GRADES.

It is desirable that students bring grades or grade sheets officially signed from other schools at time of entrance. A full record of all such grades is kept in the Normal grade book.

"REGENTS CERTIFICATE" AND "LIFE DIPLOMA."

Candidates for the "Regents Certificate" are required to attend at least two quarters, and those wishing to graduate from the full course are required to be in attendance at least three quarters. All candidates must be of good moral character, and in scholarship must have a standing of "good" or "excellent" in at least one-half of their subjects.

For the "Regents' Certificate," the first two years of the course of study are required, together with one quarter of teaching in the training school.

For the Diploma, four years of work are required as outlined in regular course of study.

Students who present certificates of standing from any of the colleges of the College Union, the School of Mines, or a State Normal School, will be credited with such subjects as are completed

in those schools. Graduates of the colleges of the College Union and the School of Mines, may receive the Normal Diploma upon the completion of four units, three of which must be pedagogical.

CREDITS.

In estimating credits given for work in other schools, we estimate the four years course of our school as equivalent to 18 units. A unit is one subject pursued forty-five minutes a day, five days in a week, for three quarters (or an equivalent amount of work.)

Graduates of approved, first-class, four-year high schools shall be given credit for ten units on the regular Normal Course.

Graduates of approved, second-class high schools shall be given credit for seven units on the regular Normal Course; graduates of approved third-class, two-year high schools shall be given credit for four units on the regular Normal Course.

The classification of High Schools is not that of the Normal School but of the state superintendent who provides that

COURSE OF STUDY

"No school shall be classed as a high school of the first class which does not maintain a four-years' course of standard work in English, mathematics, science and history for a quarter of at least nine months in the year, and which does not employ the entire time of at least three approved teachers in high school work; that no school shall be classed as a high school of the second class which does not maintain a three-years' course of standard work in English, mathematics, science and history for a quarter of at least nine months in the year and which does not employ the entire time of at least two approved teachers in high school work; that no school shall be classed as a high school of the third class which does not maintain a two-years' course of standard work in English, mathematics, science and history for a quarter of at least eight months in the year and which does not employ the entire time of at least one approved teacher in high school work."

The Course of Study comprises eighteen (18) units, twelve (12) of which are constants and six (6) are electives.

The following are the Constants:

Professional Work three (3) units.

English—Constructive English, English and Am. Lit.,

Hist. of Literature three (3) units

Mathematics—Algebra, Geometry.....two (2) units

Science—Phys. Geog. and Agriculture or Botany.....one (1) unit

History—Ancient one (1) unit

Drawing one (1) unit

Music one (1) unit

VALUE OF REGENTS CERTIFICATE AND THE DIPLOMA.

The Regents' Certificate entitles the holder to teach in any of the public schools of the state, without further examination, for a period of two years.

The Diploma entitles the holder to teach in any of the public schools of the state, without further examination, for life.

ADVANCE STANDING.

Credits given for advanced standing are in addition to those accepted from approved high schools.

ELECTIVES.

The electives will be made up from the following:

Latin (See Syllabus of Latin) four (4) units

German (See Syllabus of German).....four (4) units

Economics (See Syllabus of Economics).....one (1) unit

Expressive Reading (See Syllabus of Expressive

Reading) two (2) units

Physical Culture (See Syllabus of Physical Culture) one (1) unit

English (See Syllabus of English) one (1) unit

Mathematics (See Syllabus of Mathematics).....two (2) units

Science (See Syllabus of Science).....three (3) units

History (See Syllabus of History) three (3) units

Students electing Latin or German must offer two years in each.

GRADES.

Seventy-five is Passable. Marked P.

Eighty to ninety is Good. Marked G.

Ninety to one hundred is Excellent. Marked E.

Below seventy-five is failure. Marked F.

Students may be conditioned, i. e., will be passed by taking portions of the work in review. Marked C.



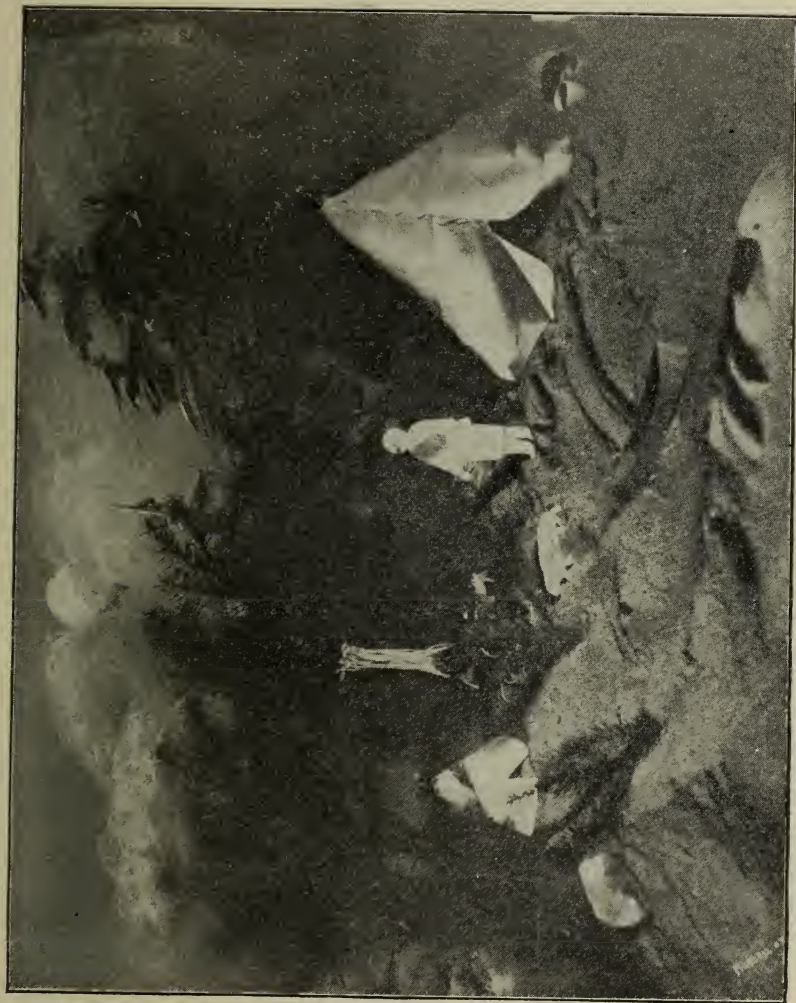
A Glimpse of the Summer School.



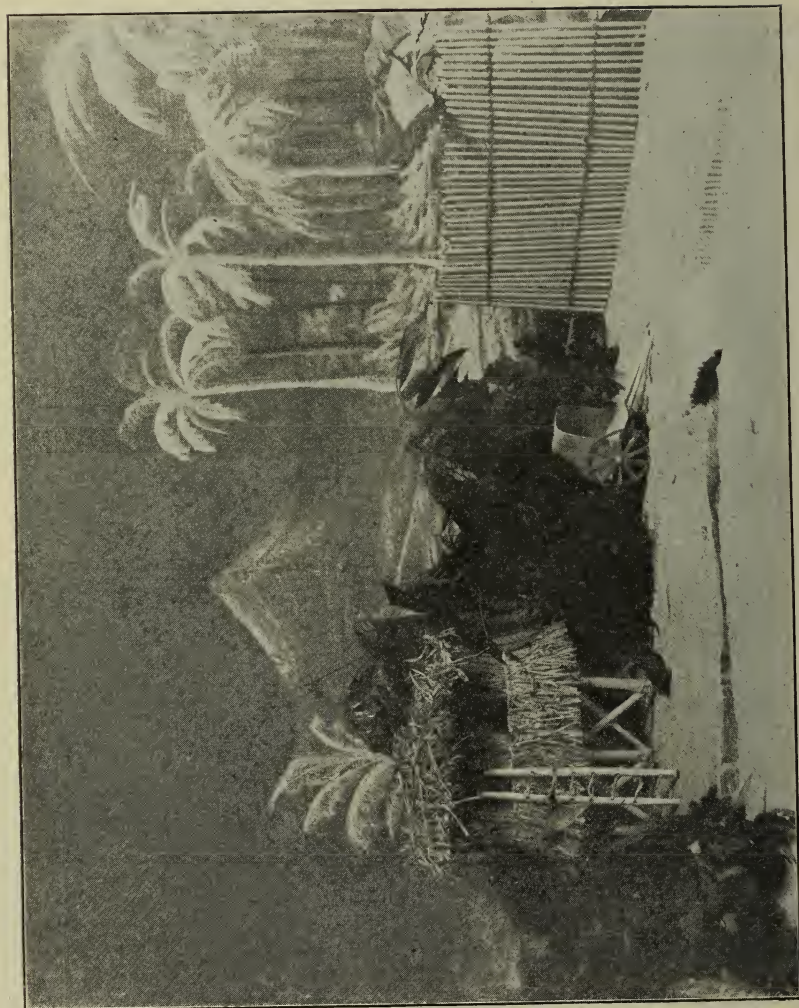
Training School Children.



Training School Class in Hand Work.

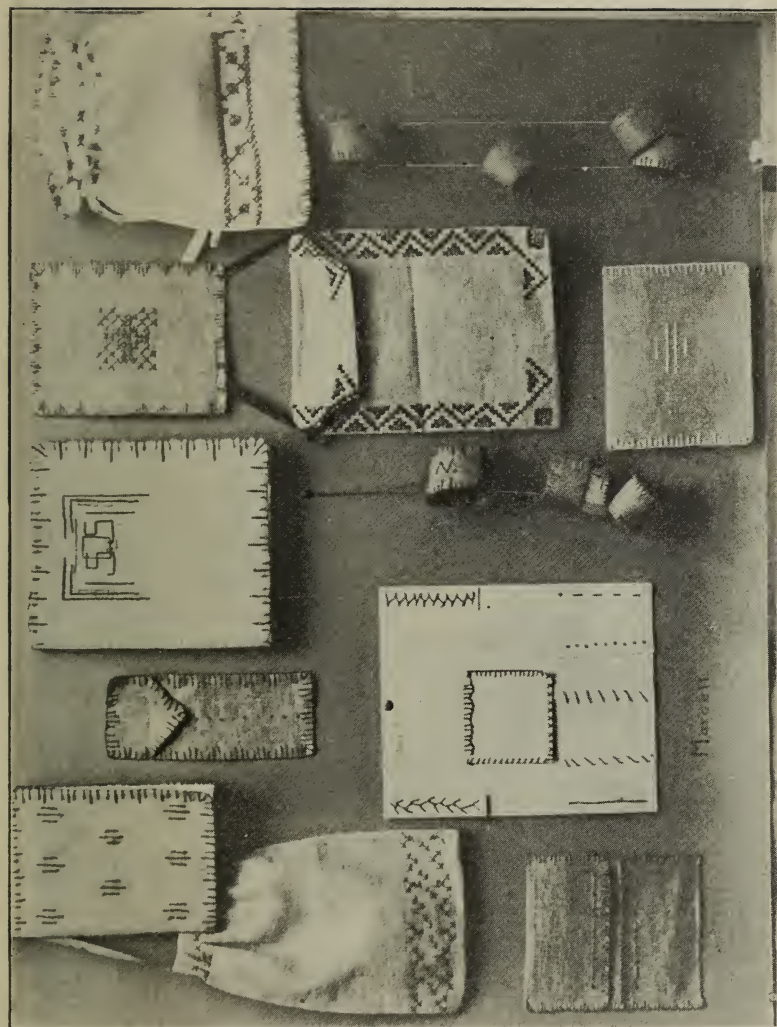


INDIAN VILLAGE.
Sand Table Work in Training School, Illustrating Hiawatha.

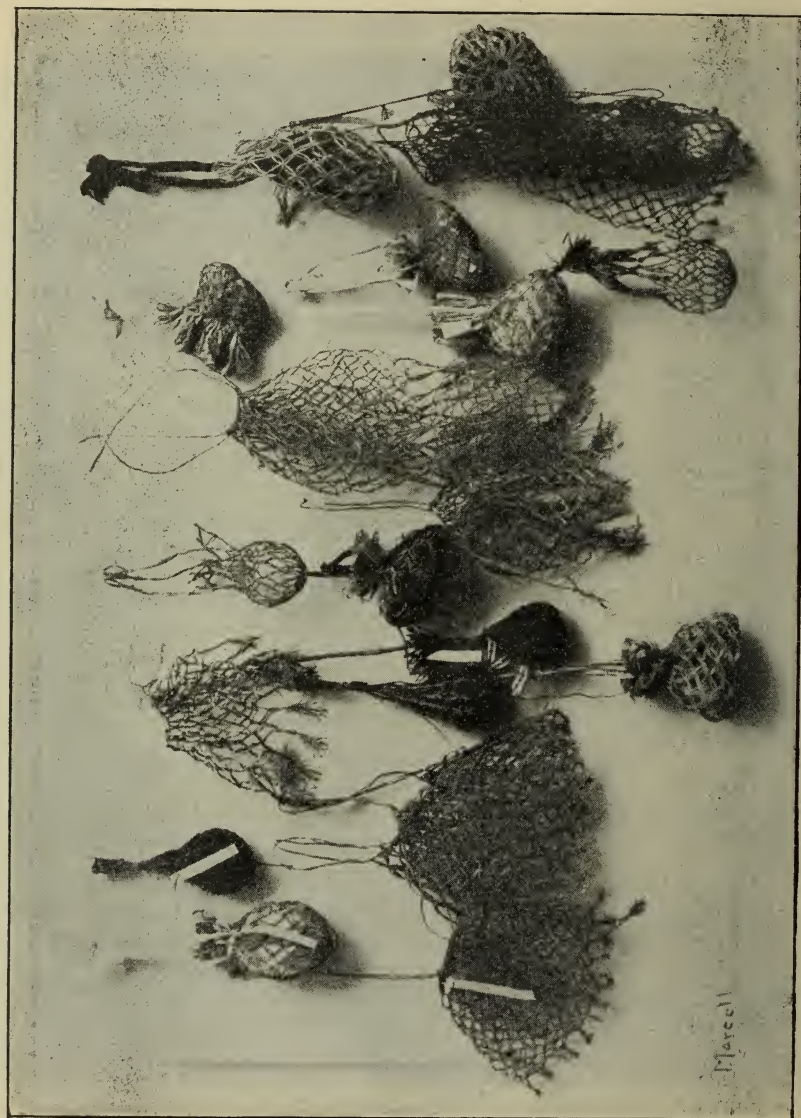


FILIPINO VILLAGE.

Sand Table Work in the Training School, Illustrating a Geography Lesson.



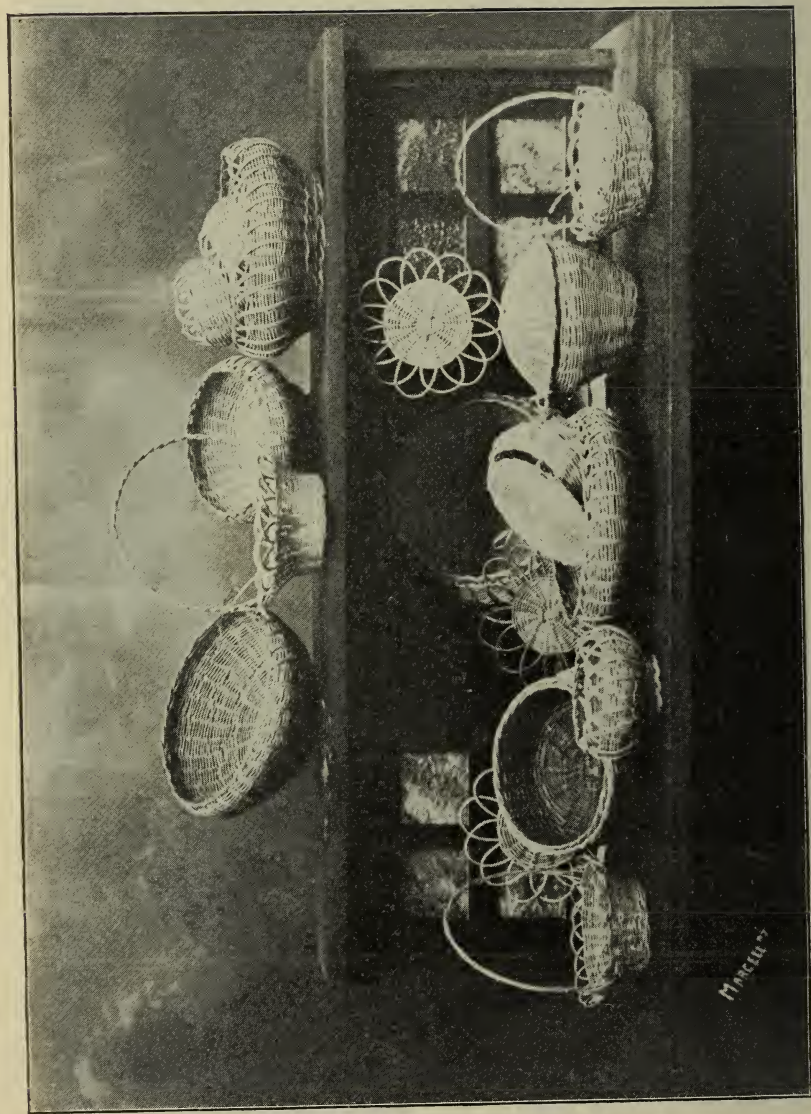
Manual Training for the Grades.



Manual Training for the Grades.

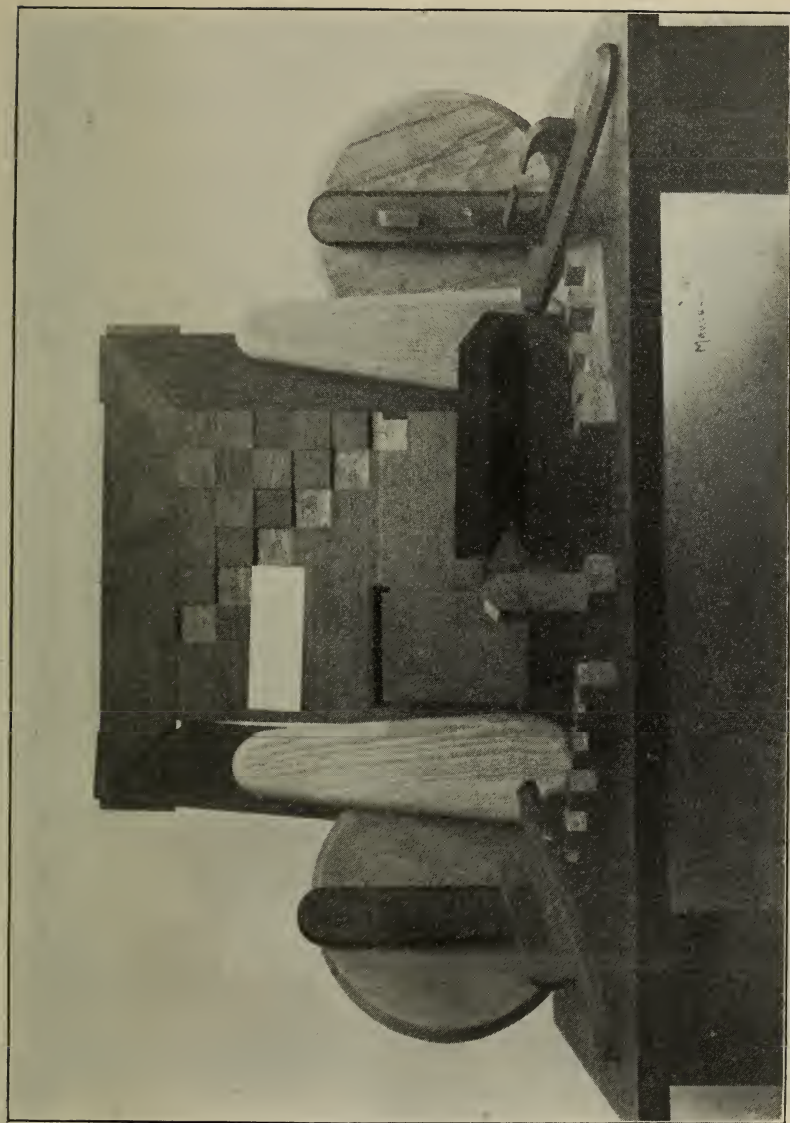


Class in Basketry.

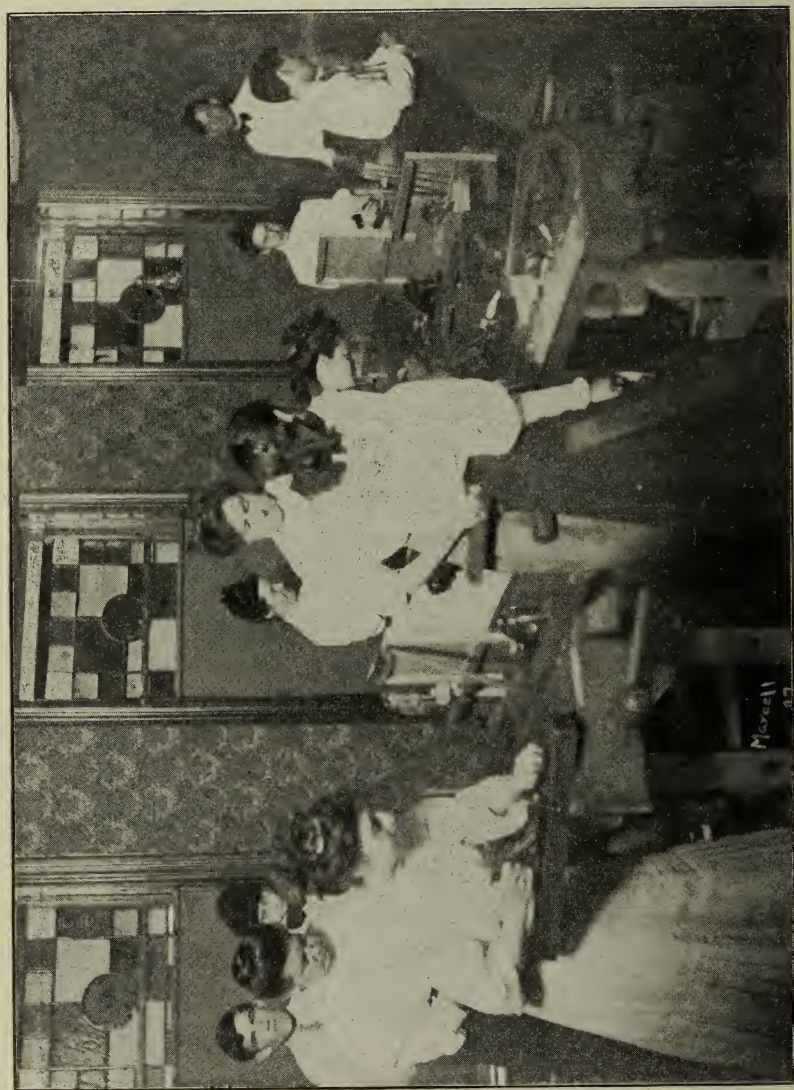


From the Summer Class Work.

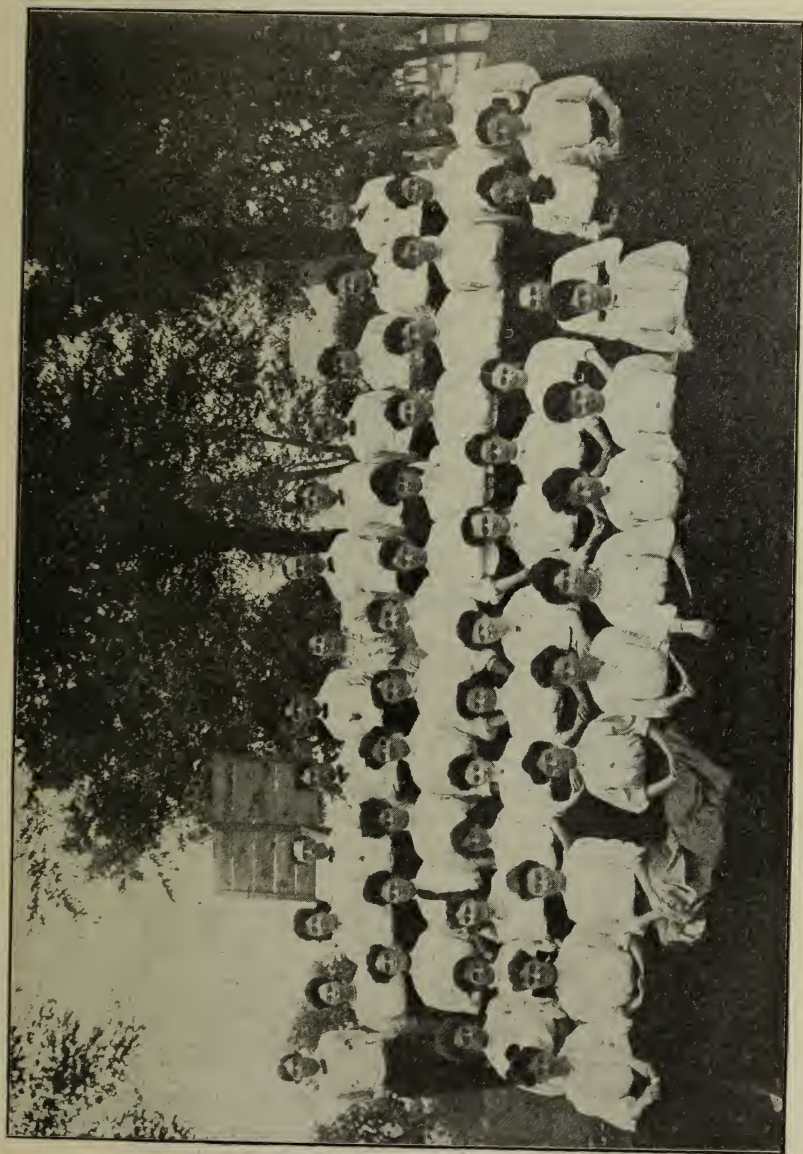
MARCH 27



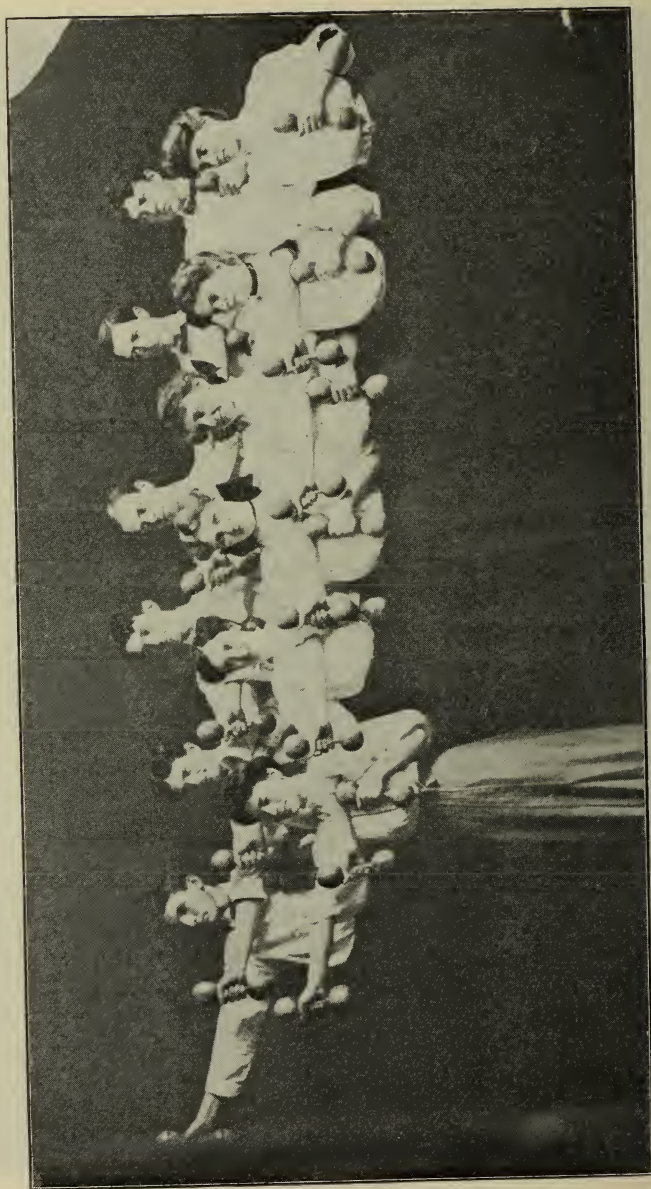
Models From the Bench Work Class.



The Work Shop.



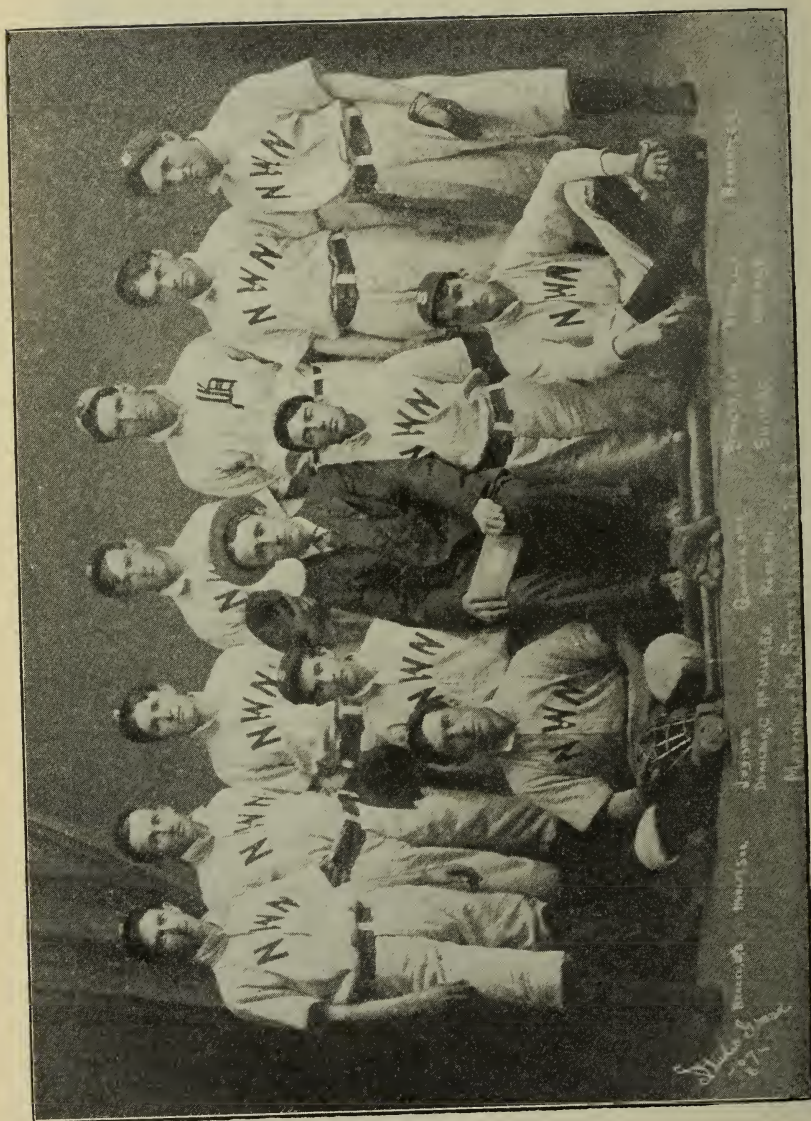
A Class in Physical Culture.



Physical Culture.



Physical Culture.



Base Ball Team.

THE TRAINING SCHOOL.

One of the conditions of graduation from a Normal School is the successful accomplishment of three terms of teaching under the direction of teachers who have made a specialty of this kind of work. The department of the school in which this work is done is called the Training School.

In the Training School of the Northwest Normal for the year 1907-1908 the work of the first four grades of the public school will be carried on. In addition to the course as outlined for these grades in the public school, literature, drawing, manual training and music will be emphasized.

Normal students doing Training School teaching will give especial attention to the planning and carrying out of a properly outlined daily program and to the solving of problems incident to daily school work, such as the use of type studies, logical correlation, etc. Students instructing classes in arithmetic will use "The Teaching of Elementary Mathematics," Smith; "The Teaching of Mathematics," J. W. A. Young; "The Psychology of Number," McLellan & Dewey; "Special Method in Arithmetic," McMurry.

The texts suggested for use by the student teachers of English are as follows:

"How to Teach Reading," Hall; "Study of Child Nature," Elizabeth Harrison; "Special Method in Primary Reading," McMurry; "Waymarks for Teachers," Arnold; "The Teaching of English," Chubb; "Reading—How to Teach It," Arnold; "Teaching the Language Arts," Hinsdale; "The Teaching of English," Carpenter; Baker & Scott.

On the completion of the Normal building, the training school course will be enlarged to cover the grades below the high school, and will be preceded by the kindergarten, making it possible for a child to enter the Normal School at the age of five and continue until he has received a life diploma from the state.

Normal students will then have an opportunity to specialize as kindergartners, primary, grammar school, or high school teachers.

PHYSICAL CULTURE.

"Know ye not that your body is the temple of the Holy Ghost . . . therefore glorify God in your body."—I Cor. VI 19-20.

The most important element in the equipment of the modern teacher is a strong, supple body in which every organ performs its proper function; a body which feeds the brain with rich red blood, bringing the most complete action; a body dominated by and responsive to the will; a body which resists disease and becomes beautiful and harmonious medicine for the expression of the highest and noblest attributes of the soul.

The trend of all modern educational thought is toward the development of man in his three fold nature—the spiritual, (moral?), the mental and the physical—and the latter is not the least of the three.

One can no more expect to find a healthy mind in a dwarfed and un nourished body than he can hope to "gather grapes from thorns, or figs from thistles."

THE AIM of the work in our department of Physical Culture is not to produce abnormal bunches of muscle—to exercise the extremities at the expense of the vital centers, but to exercise every part of the body with reference to the whole, keeping ever in mind the vital relationship existing between the surface muscles and the nerve centers.

This object is ever in mind to promote the highest condition of health and beauty through such exercises as are authorized and required by the laws of human economy.

THE VITAL ORGANS are the first to be considered in evolving a set of physical exercises. Any system of physical training which does not aim primarily and constantly at the vital organs is violating the basic principles of legitimate bodily exercise. These organs, being involuntary muscles, are only strengthened by exercising the muscles which surround and control them.

As a basis of our work at this point we use the EMERSON SYSTEM OF PHYSICAL CULTURE, a set of exercises comprising some three hundred movements, all of which are selected and arranged with a clear and definite idea of their hygienic and aesthetic value.

This system is psycho-physical for it aims at the development of the relationship existing between the mind body; for while we believe "'tis the mind that makes the body rich;" we are also convinced that this truth stated conversely contains a fundamental principle. We believe that there is no exercise properly speaking

which is not accompanied by a mental exhilaration and a keen mental enjoyment.

THE OBJECTS OF our system are:

- To strengthen the centers and free the surfaces.
- To produce force and strength in muscle and joint.
- To free those parts which are joined by definite articulations.
- To quicken and invigorate the circulation.
- To lift the vital organs to their proper altitude.
- To enlarge the lung capacity and encourage deep breathing.
- To conserve the muscular energy and convert it into nerve

control.

To preserve the balance between the energy which supplies and that which wastes the tissues.

The true object of exercise should be **not** how **much** but how psychological, how educational.

THE APPEAL OF BEAUTY is very strong in this system of Physical Culture. The Greek sculptors taught us what God meant physically when he created man. Beauty and health are very closely related, and because of this much of our exercise is performed with music as an accompaniment because of its very vital effect upon the nervous system, tending as it does to produce unity and harmony of movement.

CORRECTIVE PHYSICAL CULTURE is given whenever the demand arises, in correcting improper sitting and standing positions, or partial deformities due to these positions long sustained.

GYMNASTIC GAMES are prominent features in our department, for we believe sports and games bring children together in legitimate and wholesome rivalry and banish class distinction by inducing harmony and sympathy in school life. The game brings relaxation, develops skill, agility, and observation. The effect on the moral nature is good, tending to curb enthusiasm of the rougher sort, and develop self control.

Beside the Emerson work we use judiciously selected exercises from other systems, among them Sweedish, Sargeant, Delsarte and the Gilbert Rhythmic work.

Our work is adapted to the need of public school teachers and we give training in the use of Dumb Bells, Indian Clubs, Wands, Ball Work, etc.

It is strongly advised that each student take two years of Physical training during his Normal Course.

DEPARTMENT OF EXPRESSION.

Expression is a part of literature. Whatever can be said of literature can be said of expression and whoever interprets the author's thought becomes himself a literary artist.

We use the term "Expression" rather than Elocution or oratory because it is more comprehensive and less abused. The art of expression includes oratory, dramatic art, literary interpretation and bodily expression.

The field of literary interpretation is as broad as the field of literature and its object is to stimulate every avenue of the mind to express; to master the best recorded thoughts of the best minds and to touch them with individual appreciation.

Indeed to dispense the richest of pleasures in the field of literary art through an appeal to the emotions and the imagination.

The Art of Expression or the "Speech Art" as it is sometimes called is not a superficial something calculated to entertain for a moment only. It is a natural and legitimate art expression, having its beginning, its growth and its culmination, just as is true of the development of any of the fine arts.

Expression has to do with man in his mental, moral and physical being.

We begin with the thought conception—after the student has mastered the thought of the author, the proper emotional color is added, the will enters into the interpretation and power of choice is developed. All is touched by a vital appreciation which enables the speaker to present what he has to say in an animated and pleasing manner.

One of the most valuable ends to be reached is that of **Personality Culture**. The aim of Expression is to awaken the possibilities inherent within the individual, to lead him to an appreciation of the good, the true and the beautiful in literature and life; for after all "the greatest thing in oratory is the orator."

Expression may be compared with sculpture. The first period may be called the Colossal and find its counterpart in the early Egyptian temples and monuments. The appeal is to the object as a whole. One is struck by the man, the size. So in the first work in expression the oral presentation will be crude, with more attention to form than content, but full of enthusiasm, and marked by struggle.

Then as the mind continues to grapple with the thought, or

by one the parts stand out in bold relief—at first with very little relation to each other. This is the **effective** or grotesque period when the imagination becomes active. It may be illustrated by reference to that period in Assyrian Art when the sculptor pictured the body of a lion with the head of a wolf, the wings of an eagle and the feet of a man.

In the next stage of his growth the student begins to pay more attention to details; to see the parts in relation to the whole; to present his thought **realistically**. This period may be likened to the early Grecian art where beauty of form and relation of values made its appeal to the artist.

Gradually the love and appreciation of beauty begins to fascinate and control and soften all the art forms and the student comes into the **suggestive** realm of Expression.

This period finds its likeness in the art of Phidias who "chiseled shapeless stone to forms of love and awe" till the statue itself seemed to hate, to fear, to love.

The courses offered are outlined briefly. **Literary Interpretation**, including the vocal presentation and literary analysis of selections in prose and poetry.

VOICE TRAINING in which particular attention is given to breath control, tone production and formation. **Classic and Modern Drama** in which course, scenes from Shakespeare, Ibsen, Sheridan, etc., are studied dramatically. **Life Study** and **Personation** lead the student to individual and original work in personating different characters from life. **Bodily Expression and Gesture** are taught and in connection with them the laws governing bodily movement in response to thought.

A course will be offered in **Public Speaking and Debate**, and also in **Story-telling**, with a view to the practical use of stories in teaching Nature study, ethical lessons, etc., in the grades.

Recitals will be given publicly from time to time with an idea of helping teachers to arrange and conduct programs for school exhibitions and special day exercises.

All students enrolled in the department of Expression are expected to take the work in Physical Culture.

ART DEPARTMENT.

"Look without!
Behold the beauty of the day,
The Shout
Of color to glad color,—rocks
and trees,
And sun and sea, and wind
and sky! All these
Are God's expression, art—work
of his hand
Which men must love, ere
They can understand."
—Hovey.

The first aim of this department is to help the student to see "the beauty set so thick around" in the city's crowded thoroughfares no less than in the country byways. The second aim is to make him a good teacher of art expression in the public schools.

For this reason there are frequent discussions on practical school problems when the subjects are those which follow, and others of like character:

How to Interest School Boards and Patrons in Art, How to Pass Water Colors in a Crowded School Room, How to Order Supplies, How to Decorate a School Room, How to Mount School Work, Helpful Books and Magazines.

There will be sketching from the figure every Friday throughout the year. There will be a talk on the history of art every Tuesday throughout the year.

SYLLABUS OF WORK.**PROFESSIONAL DEPARTMENT.**

Mr. Emberson and Miss Mather.

Freshman Year.

PSYCHOLOGY. This course will embrace mainly the general conditions and facts of consciousness. The relation of psychology to pedagogy will receive special consideration.

PRINCIPLES OF TEACHING. The aim of this course is to give a knowledge of the fundamental principles which are essential to success in teaching.

Sophomore Year.

PEDAGOGY. In this course a close study will be made of the Subjects, Interest, Correlation, Apperception, Induction and their application in the school room.

PRACTICE TEACHING. In this term the pupil teachers are instructed in the preparation of lesson plans and are required to observe lessons taught by critic teachers. During the greater part of the term they are required to prepare lesson plans in an assigned subject, and to present these lessons to a class under the direction of a critic teacher.

Junior Year.

PHILOSOPHY OF TEACHING. In this course the Process, Aim and Method of Teaching will be thoroughly considered.

Senior Year.

HISTORY OF EDUCATION. Beginning with ancient nations, a brief survey will be made of the educational systems that have been most effective in shaping the course of civilization.

ADMINISTRATION OR APPLIED PEDAGOGY. Students will be allowed to choose between these two courses. The first is offered for the benefit of those who aim to become principals or superintendents. The second is offered for the benefit of those who wish to make a special study of the common branches.

PRACTICE TEACHING. In the senior year pupil teachers are expected to apply in the school room, the theories and principles of teaching which they have learned during the sophomore and junior years, in the courses of pedagogy. They are required to prepare daily lesson plans and to instruct a class of children, one period per day, during two quarters. This work is observed and criticised by the teachers of the department.

ENGLISH.

MR. FORD, MISS RAINES, MR. COOK.

GRAMMAR (Sub Normal).

An elementary course for those who need foundation work in Grammar.

A systematic study of advanced grammar, analysis, parsing and technical grammar. A thorough method of presenting grammar, designed especially for those intending to teach grammar.

Freshman Year.

CONSTRUCTIVE ENGLISH.

Composition work, including conception of thought, selection of subject, development of subject, paragraphs, sentences, letter writing.

Rhetoric (two quarters).

Theme and Paragraph writing (two quarters).

Sophomore Year.

LITERATURE.

The Puritan Movement to the Last Quarter of the 18th century.

The History of American Literature.

The Rise of Different Types. Selected Reading.

Junior Year.

History of the English Language, (one quarter).

Changes in the Language, (one quarter).

History of English Literature, (two quarters).

Senior Year.

The Dramatic Movement.

Study of Tennyson and Browning.

Shakespeare and His Age.

Graduate Course.

Old English.

The Development of the English Novel.

MATHEMATICS.

MR. COLBERT, MR. COOK.

ARITHMETIC (Sub. Normal).

A course for those who desire to do foundation work in Arithmetic.

A course for those who desire review of Arithmetic, with especial reference to teaching the same.

ALGEBRA (Sub. Normal).

Course for beginners and those desiring review in fundamental process of Algebra, beginning Algebra and continuing through factoring.

Course for more advanced pupils, beginning with factoring and continuing through simple equations.

Freshman Year.

ALGEBRA.

Consisting of Elementary and College Algebra (four quarters).

Sophomore Year.

PLANE GEOMETRY.

Books one and two (first and third quarter).

PLANE GEOMETRY.

Books three, four and five (second and fourth quarter).

SOLID GEOMETRY.

Books six, seven, eight and nine (third quarter).

ELECTIVE.

TRIGONOMETRY.

Plane Trigonometry.

Spherical Trigonometry.

SURVEYING.

A brief course in the practical application of Plane Trigonometry.

ANALYTICAL GEOMETRY (Plane).

(College Algebra and Plane Geometry are required for the work in Analytical Geometry).

CALCULUS.

Two courses in Differential Calculus.

ASTRONOMY.

An elementary course in descriptive and mathematical astronomy.

SCIENCE.

MR. BRYANT, MR. GINGRICH.

PHYSIOLOGY (Sub. Normal).

Two classes. One extending through two quarters, for beginners; one extending through one quarter, for those desiring review work.

PHYSICAL GEOGRAPHY.

The regular work in Physical Geography extending through two quarters. In addition to the class recitation an extra period is required for laboratory and field work.

PHYSICS.

Course for beginners extending through four quarters.

Advanced course for those desiring to specialize for high school positions.

BOTANY AND ZOOLOGY.

A thorough course extending through four quarters.

BIOLOGY.

An advanced course designed for those who desire to teach in high schools.

CHEMISTRY.

Course for beginners, extending through four quarters.

Advanced course, extending through four quarters, designed for those desiring to teach in high schools.

AGRICULTURE.

A standard course in Agriculture, extending through four years, covering the field as suggested and outlined by the best Agricultural schools in the country.

(A special announcement of this course will appear later).

HISTORY.

MR. LEWIS, MR. DUNCAN.

UNITED STATES HISTORY (Sub. Normal).

A new view of United States History extending through two quarters.

STATE NORMAL SCHOOL, MARYVILLE, MO.

Freshman Year.

Ancient History (three quarters). From Oriental History
800 A. D.

Sophomore Year.

Medieval and Modern History (three quarters).
From Coronation of Charles the Great to the Present Time

Junior Year.

ADVANCED AMERICAN HISTORY (Three Quarters).
From Influences Leading to the Discovery of America to
Present Time.

Senior Year.

STUDY OF THE PRICIPLES OF HISTORY.
(One quarter).

ELECTIVE.

ENGLISH HISTORY.

NINETEENTH CENTURY HISTORY.

LATIN.

MR. HALE.

Freshman Year.

FIRST YEAR LATIN.

(Collier and Daniel), (three quarters).

Sophomore Year.

CAESAR (Books one to five) (three quarters).
LATIN COMPOSITION (three quarters).

Junior Year.

(CICERO'S ORATIONS (one quarter).
ARCHIAS AND POMPEYS MILITARY COMMAND
(quarter).
DE SENECTUTE (one quarter).
THE ROMAN CONSTITUTION (three quarters).

STATE NORMAL SCHOOL, MARYVILLE, MO.

Senior Year.

VIRGILS A. Enied (6 books) (three quarters).

MYTHOLOGY (three quarters).

VANCE LATIN.

PLUT. Bellum Catolinae.

LIVY. Books I to XXI.

ODES OF HORACE.

ECONOMICS AND CIVICS.

MR. DUNCAN.

CIVICS (Sub. Normal).

A thorough drill in the underlying principles of our Government. A course especially designed for rural school teachers (three quarters).

Junior Year.

An advanced course in Civics, dealing with the practical and current problems of Government. A course especially designed to meet the needs of high school teachers (three quarters).

ECONOMICS.

Dealing with the present day operations and sociological problems (two quarters).

ART.

MISS BIGLEY.

Fall Quarter.

- a. Nature drawing: ledges, grasses, flowers, fruits, vegetables.
- b. Design: very simple designs from nature units, suitable for book-covers, calendar pads, envelopes.
- c. Blackboard drawing: mass work for illustration.
- d. Lettering.

Mediums used: brush and color, brush and ink, crayon, pencil.

Advanced work will be given those who are prepared for it, either in the fall term or in any other.

STATE NORMAL SCHOOL, MARYVILLE, MO.

Winter Quarter.

- a. Constructive Design: the making of simple Christmas gifts.
 - b. Still Life: form, grouping, values, color.
- Mediums used: Ink with brush and pen, color, charcoal.

Spring Quarter.

- a. Design: The principles of design are studied and worked out in black and white and color. The designs are by means of stencils and wood block printing applied to useful articles, such as curtains, bags, pillow covers.
- b. Free hand Perspective. Mediums: brush and color, pen.

Summer Quarter.

The outline followed is similar to that of the fall quarter though the work is adapted to the needs of the greatest number.

MANUAL TRAINING DEPARTMENT.

MISS BIGLEY, MR. LIPPMAN.

"King of two hands, he does his part
In every useful toil and art;
A heritage, it seems to me
A king might wish to hold in fee."—Lowell.

Fall Quarter.

- a. Free hand paper cutting.
- b. Free construction work.
- c. Cardboard construction.
- d. Cord and raffia work.
- e. Clay modeling.

The lines of work indicated at a, b, and e are of great value to the primary teacher. We want all the child's handwork in school to be related closely to his home life or to his school life. The table is in constant use in our work rooms and the student teachers are continually given original problems in constructive illustration to solve. Today they construct the thatched huts of the Philippines; tomorrow the snow white igloos of the Northland; now they

STATE NORMAL SCHOOL, MARYVILLE, MO.

odeling Crusoe's lonely island and tomorrow they will erect a
miniature village of America.

Winter Quarter.

- a. Decorative Sewing: Napkin rings, book bags, letter cases, book covers, are made and original designs are applied with needle and heavy thread.
- b. Advanced cardboard construction.
- c. Pottery.
- d. Basketry.
- e. Weaving.

Spring Quarter.

Repetition of work of Fall quarter.

Summer Quarter.

Repetition of work of Fall and Winter quarters.
Brush work in wood continues throughout the year.

EXPRESSIVE READING.

MISS RANDALL.

1st Year—Fall Quarter.

Voice Training, Expression Vol. I., Life Study, Personation, Bodily Expression.

Winter Quarter.

Voice Training, Expression Vol. II, Modern Drama, Phrasing, Bodily Expression.

Spring Quarter.

Voice Training, Expression Vol. II, Story Telling, Modern Drama, Phrasing.

2nd Year—Fall Quarter.

Voice Training, Phrasing, American Poets, Classic Drama, Literary Analysis.

Winter Quarter.

Voice Training, Debate and Public Speaking, Classic Drama, Practice Teaching, Bible and Hymn Reading.

at the distant end if the called party agrees to such an agreement.

Spring Quarter.

Voice Training, British Poets, Classic Drama, Oratory.

In the summer school the aim is to introduce the student to as many of the courses as can be practically studied. Especial attention will be given to the work in literary interpretation and analysis, modern drama, story telling, voice training and bodily expression.

MUSIC.

MR. LANDON.

The course in music is designed to give practical work to teachers preparing themselves to teach in rural or graded schools. To complete the course requires three quarters.

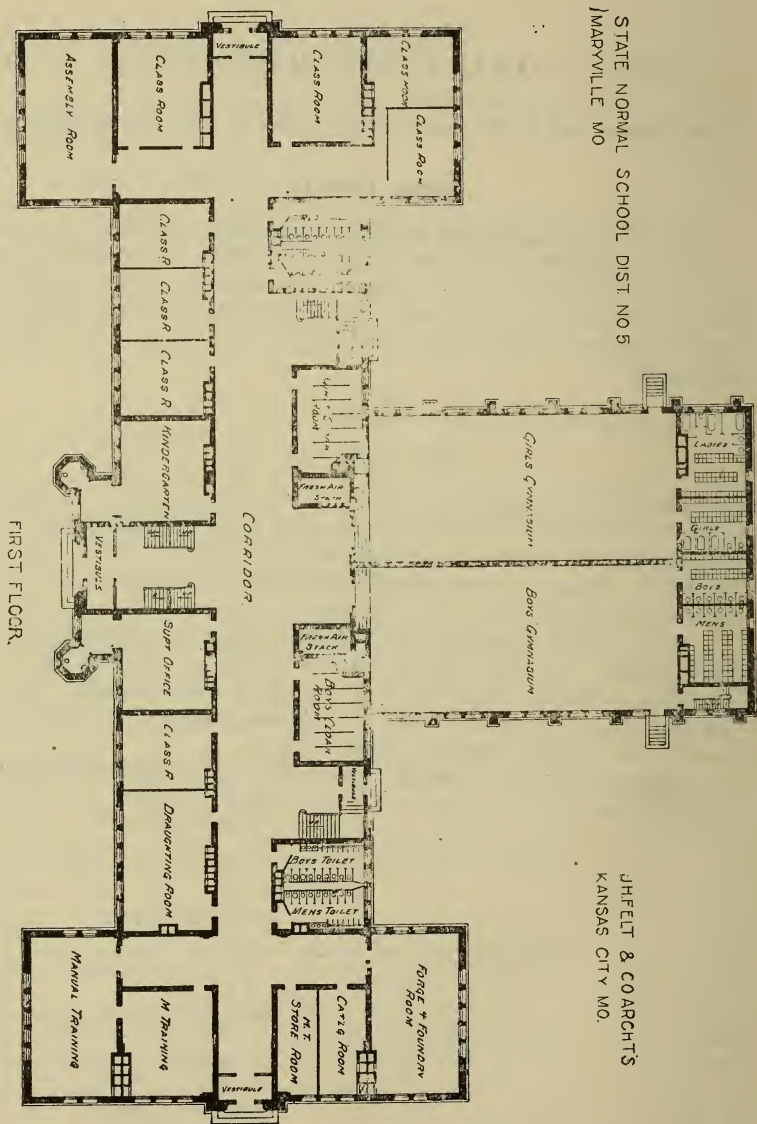
One. Study of rote songs, major scales and intervals, ear training, voice placing, breathing, sight reading.

Two. Light reading, study of part songs, minor and chromatic scales. Harmony, music history, school music methods.

Three. Further study in part songs and sight reading. Writing and harmonizing melodies. Analyzing songs from the best modern and classic writers. Music history.

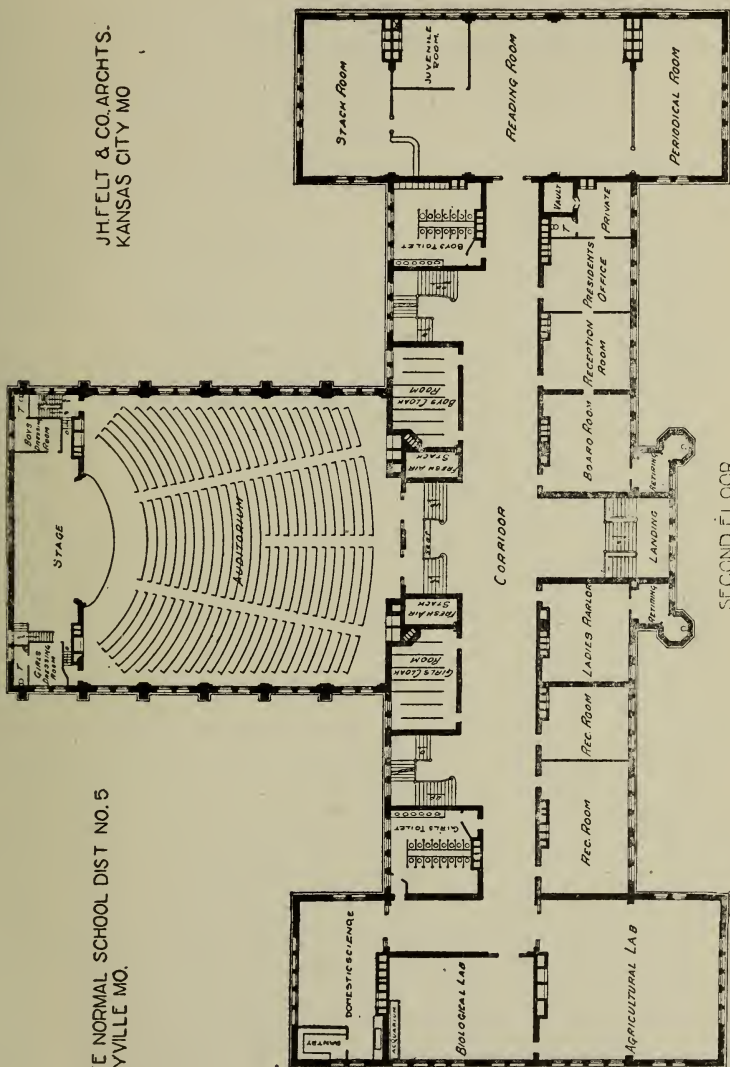
A special course for music supervisors, requiring considerable private instruction in piano and voice culture is given.

J.H. FELT & CO ARCHT'S
KANSAS CITY MO.



STATE NORMAL SCHOOL DIST NO. 5
MARYVILLE MO.

JH FELT & CO. ARCHTS.
KANSAS CITY MO





3 0112 105734492

STATE NORMAL SCHOOL DIST. NO. 5.
MARYVILLE, MO.

JH FELL & CO. ARCH'TS.
KANSAS CITY, MO.

